

## Be Our Guest: Engaging Graduate Students through Specialized Outreach Events

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### Abstract

In an effort to reach out to graduate students at a large research university, the Performance Studies Librarian and the Graduate Studies Librarian at Texas A&M University Libraries partnered to develop the pilot study, *Dinner with Your Librarian* program, wherein those librarians took a number of graduate students out to dinner. The primary goals of this program were to establish a rapport with the students and to assess their current knowledge of resources in the library. Additionally, the librarians wanted to forge a connection with the graduate advisors in order to encourage future collaborations between the graduate students and their liaison librarians.

### Introduction

Many graduate students are in the difficult position of being expected to be professional researchers, although they may have had little research instruction in their undergraduate careers to prepare them for the level of research required in graduate school. Consequently, graduate students may be reluctant to reach out to faculty members and even librarians to ask for help because they do not want to appear unknowledgeable. How, then, is a librarian to establish a meaningful academic relationship with graduate students who often do not venture outside their departments? The “Dinner with Your Librarian” program at Texas A&M University Libraries offered students a way to connect with their liaison librarians outside of the more traditional points of contact, such as one-shot instruction sessions, which are often fifty-minute one-time sessions, or recommendations from advisors. By taking the students to dinner, the Performance Studies Librarian and Graduate Studies Librarian were able to converse with the Performance Studies and Communications graduate students in a non-formal setting and ask tailored questions. Unlike in traditional information literacy instruction, the students were not expected to complete a class assignment or remember specific databases. Instead, the students were encouraged to speak freely about the library’s resources and learn about services of which they were not aware. The goal of the project was to elicit honest feedback and communication from graduate students by interacting with them in a relaxed, non-academic environment.

This paper will describe the “Dinner with Your Librarian” program, the pre- and post- dinner surveys administered to assess students’ awareness of library resources, and event planning and funding. While the surveys yielded valuable insights into graduate students’ awareness of and comfort with library services, the comments they made during the dinner itself about their research and plans for future work proved even more valuable. This IRB-approved qualitative project provided information to help in planning for scalability and further outreach, such as

expanding the “Dinner with Your Librarian” beyond the initial two departments engaged at Texas A&M.

### **Literature Review**

The services offered to graduate students by academic libraries are not only helpful, but they are often necessary for graduate students to be academically and professionally successful. Instead of being primarily concerned with how library collections can support graduate research, academic libraries are increasingly reaching out to graduate students to offer workshops (Rempel, 2010) and even classes (O’Clair, 2013) to help graduate-level students develop their information literacy knowledge and skills. Given the role that librarians can, and often do, play in graduate education, it is important to conduct outreach to graduate departments and students to keep them informed about the services the library has to offer.

One might think that the need for outreach is minimal because graduate student populations are academically advanced and comfortable with the library. However, library anxiety among graduate students correlates to poorer study skills (Jiao and Onwuegbuzie, 2001) and to perfectionism (Jiao and Onwuegbuzie, 1998). To lessen library anxiety among graduate students, librarians at Miami University “focus[ed] on personal, relationship-centered research support... [and] emphasized building trust with graduate students” (Brinkman and Hartsell-Gundy, 2012, p. 29). Building this trust is important, because much of what academic libraries have to offer at the graduate level is the expertise of their librarians. Librarians are able to advise students about advanced research strategies and obscure sources of information; therefore, connecting graduate students with their liaison or subject librarians is a key part of outreach. Interpersonal outreach is necessary because while “students are very comfortable with the library building, they are not comfortable asking for assistance from library personnel when using library resources” (Harrington, 2009, p.183). Although graduate students may not have the same fears about the library that undergraduates do, they still experience library anxiety.

Perhaps paradoxically, while graduate students are less likely to ask for help, they prefer to talk to people when in need of research assistance. Barton, et al. found that graduate students like face-to-face interactions and would welcome more chances to learn about how to use the library (2002, p. 136). Library instruction is still necessary at the graduate level, because “graduate students are not always as up-to-date with library tools and new technologies as we think they are. Many [are] unfamiliar with tools like citation databases and the benefits of controlled vocabulary” (Rempel and Davidson, 2008, p.8). Having librarians provide research instruction for doctoral students may help improve graduate student retention rates (Harris, 2011). Librarians, recognizing that graduate students do not always have the skills they need to complete advanced research projects, have begun creating instruction programs specifically for them. In order to create opportunities for such instruction to be successful, however, graduate students must feel comfortable coming to librarians for assistance and be aware of the services that the library has to offer.

### **“Dinner with Your Librarian” Background**

At Texas A&M University Libraries, librarians reach out to graduate students through events. Some of the largest graduate events librarians attend are the resource fairs held by the Office of Graduate and Professional Students. These resource fairs, held at the beginning of the fall and

spring semesters, have approximately 500-700 attendees, and the librarians see approximately 200-300 people over the course of two hours. As one can imagine, interactions at these large events are generally brief, perhaps two minutes or so, with the goal of giving students a positive first impression of librarians and a handout with an overview of the services at the libraries that pertain to graduate students. Additionally, students receive the name of the subject librarian liaison for their discipline. At the beginning of the fall semester, librarians also attend an ice cream social for graduate students from all disciplines. This social has around 300 attendees, and librarians casually chat with as many students as they can to reinforce a positive first or second impression of the library. As large as these events are, they reach only a fraction of the approximately 14,000 graduate and professional students at Texas A&M. Subject liaisons are also responsible for a considerable amount of individual outreach to the graduate students in their disciplines, attending beginning-of-the-year orientations and teaching one-shot classes. Some, but not many, are embedded in graduate programs. This type of outreach, while invaluable, is also inconsistent. The temperament of the department plays a large role in how involved librarians are in graduate education and research assistance. Additionally, some liaisons have thousands of students in their disciplines, while others have far fewer.

At a school the size of Texas A&M (~58,000 students), variety in the mode of outreach employed by librarians is to be expected. Texas A&M is fairly siloed, and individual colleges, and sometime departments, function like mini-universities. Given this scenario, it is not reasonable to expect that one form of outreach will be successful for all departments and students. The individual colleges are too unique for this to happen. With this in mind, the authors set out to find a way to reach out to students in smaller departments that do not have the same level of resources as larger departments. At Texas A&M, these departments are generally in the fine arts. Texas A&M is a STEM-heavy school, with nearly a quarter of the entire student body in the College of Engineering. Other large departments include agriculture and veterinary medicine. Given that the fine arts are not heavily represented at the school, the authors wanted to find a way to engage with this population—specifically the graduate population, who were not regularly encountered during larger outreach events.

The College of Liberal Arts houses the department of Performance Studies and Communications. The College enrolled ~800 graduate students for the spring of 2016. Although Liberal Arts is not generally seen as a dominant college on campus, it has dedicated subject liaisons to rely on for the latest library research and services. Within the College of Liberal Arts, Performance Studies has one of the smallest graduate programs, with 14 graduate students enrolled for the Spring 2015 semester, when the initial study was conducted. The Department of Communications had 46 graduate students enrolled for the Spring 2016 semester. Tailored outreach towards these departments is vital to increase interest in the library and ensure that students feel supported.

### **Methodology**

The Performance Studies Librarian and Graduate Studies Librarian designed a qualitative study in which they invited graduate students in relatively small departments in the College of Liberal Arts out to dinner. Participants completed a pre- and post-test survey during the event. The departments selected included Performance Studies and Communications. The studies were approved by the Texas A&M Institutional Review Board (IRB), and were funded through

proposals submitted to our internal Library Faculty Research Committee. The IRB approved meeting with students in each discipline on two separate occasions, conducting pre- and post-test surveys, contacting the students through email, and holding the "Dinner with Your Librarian" event off-site at a restaurant that had provided permission. The Performance Studies Librarian contacted the graduate advisors of each department to inquire if such a program would benefit their students. After support from the academic advisors was gained, the graduate students were invited to the event through email and asked to RSVP to attend dinner with their librarians at a local restaurant off-campus. The restaurant was chosen because it was a business-casual eatery with an eclectic menu broad enough for all dining preferences, and the authors felt that the restaurant's ambience and décor was well suited to professional students. The goal was to provide the students with a nice meal in a casual- setting while identifying their usage of library resources and confidence in their research expertise.

The first "Dinner with Your Librarian" invited all graduate students from the Performance Studies department and was conducted in the Spring 2015 semester. The second event, conducted in the Spring 2016 semester, invited all 46 graduate students from the Communications department. A total of seven students participated in the events. The Communications subject librarian was also asked to attend the second dinner in order to meet and interact with the graduate students in his liaison department.

At the dinner, the graduate student groups were asked to complete a pre- and post- dinner survey. The pre-test survey (see Appendix A), which was seven questions long, asked the graduate students the number of semesters they had completed at Texas A&M. It also gauged their level of comfort with the library by asking about the frequency of their visits and asking them to identify library resources they used. An exhaustive list of resources were provided, and students were asked if they had heard of each resource and, if so, if they had used it. During the dinner, the librarians present discussed library services and opportunities to locate research for the graduate students' thesis and dissertation topics within the library. The post-test survey (Appendix B) was also seven questions long and was administered to determine if the participants felt more comfortable with the library after dinner. The post-test survey included open-ended responses for comments about the "Dinner with Your Librarian" experience and asked participants if they learned something new.

Because the sample size was too small to be reliable or statistically meaningful, this study is not meant to be representative of the general population of graduate students. Instead, the librarians were able to use both the survey responses and the in-person interactions with the graduate students to gather more information about an important subset of the campus population, finding out what some graduate students think about specific topics and what materials and services they find important and helpful; results such as this are valuable as a means of piloting further studies before investing significant resources into projects, and could be used as the basis for a larger qualitative, quantitative, or mixed-methods study in the future.

## **Results**

The pre-test survey gathered information about the graduate students' current knowledge of the library. There was great variety across the seven responses regarding the number of completed

years in both graduate programs. Students had completed between one and five years of graduate school at Texas A&M. The pre-test survey results showed that students who had spent one to three years in graduate school felt they were close to expert or expert in their proficiency in research, while students who spent four to five years in graduate school identified as experts. Almost all of the participants had been the recipient of some kind of previous contact with the library, and only one of the participants had never spoken with a librarian. Although all graduate students surveyed were close to comfortable or comfortable using library resources, it was notable but perhaps not unexpected that the students who had been in graduate school longer reported a familiarity with a higher number of library services.

**Table 1: Pre-Dinner Survey Results**

<b>Number of Years as Graduate Student</b>	<b>1 year</b>	<b>2-3 years</b>	<b>4-5 years</b>
<b>Library Services Used: Yes</b>	<i>Online Databases, Physical Books, Ebooks, Media, Get it For Me, Public Study Spaces</i>	<i>Online Databases, Physical Books, Ebooks, Media, Get it For Me, Course Reserves, Library Instruction Sessions (Taking), Archives or Special Collections</i>	<i>Online Databases, Physical books, Ebooks, Media, Suggest a purchase, Get It For Me, Ask Us, Subject librarian reference (at the desk), Course Reserves, Study Rooms/Individual Study Spaces, Public Study Spaces, Workshops, Library Instruction Sessions (Taking and Teaching), Citation Management Software, Systematic Review/Literature Review Consultations, Archives or Special Collections, GIS Software Consultations</i>
<b>Library Services Used: No</b>	<i>Suggest a Purchase, AskUs, Subject Librarian reference (at the desk), Course Reserves, Study Rooms/Individual Study Spaces, Workshops, Library Instruction Sessions (Taking and Teaching), Citation Management Software, Citation Analytics Consultation, Archives or Special Collections</i>	<i>Database Trials, Suggest a Purchase, AskUs, Subject Librarian reference (at the desk), Study Rooms/Individual Study Spaces, Public Study Spaces, Workshops, Library Instruction Sessions (Teach), Citation Management Software, Citation Analytics Consultation</i>	<i>Database Trials, Custom Instruction Materials/Services, Citation Analytics Consultation, Open Access Publishing, Copyright and Fair Use Consultations, Institutional Repository</i>
<b>Library Services Used: I don't know what this is</b>	<i>Database trials, Custom Instruction Materials/Services, Systematic Review/Literature Review, Open Access Publishing, Copyright and Fair Use Consultations, Institutional Repository, and GIS Software or Consultation</i>	<i>Custom Instruction Materials/Services, Systematic Review/Literature Review, Open Access Publishing, Copyright and Fair Use Consultations, Institutional Repository, and GIS Software/Consultations</i>	

Asking the graduate students what library services that had used or were familiar with provided potentially valuable information to the librarians who work with them. The resources and services that are promoted and visible on the library’s webpage, such as online databases, physical and electronic books, media, and the inter-library loan service, were used consistently by all participants. More specialized services that are primarily marketed through the Graduate Studies Librarian or subject librarians, were better known to graduate students who had spent four or five years in their programs, indicating that instruction and liaison work was getting this information to the students, but perhaps not quite early enough. Students who had completed one to three years of graduate work had not used or did not know about some of the library’s popular and more specialized services and resources. These included “Suggest a Purchase,” “AskUs” (reference services), citation management software, consultations, copyright and fair use, and GIS services.

Once dinner was complete, the graduate students were asked to take a post-test survey to gather feedback about “Dinner with Your Librarian,” gauge their comfort level and during dinner conversation, and identify information they had learned. All of the graduate students selected a restaurant setting for future library outreach events. Six of the seven students were comfortable or more comfortable with the library after the event, but one student felt the same as they did before. Three out of the seven students wanted to schedule a follow-up appointment with a librarian, while one student did not want to (don’t have time) and three were not sure. Three out of the seven students responded that they would like to sign up for a library workshop, while the remainder were not sure or did not (didn’t have time). Two students responded to a question asking if they would like more information about library services and followed up asking for information regarding an EndNote workshop upon survey completion.

The last two questions in the post-test survey provided opportunity for open-ended feedback. The students were asked, “What is one thing you learned about the University Libraries?” The students made note that they learned about library workshops, copyright workshops, thesis resources, reference software, and the Cushing Memorial Library & Archives collections. A sample of comments follow in Table 2.

**Table 2: Post-Dinner Survey Comments**

Question 6: What is one thing you learned about the University Libraries?	Question 7: Comments
<p><i>“The library workshops.”</i>  <i>“I didn’t realize how quick/effective suggesting a purchase was.”</i>  <i>“Test databases are a thing; there is a grad area on the 6th floor.”</i>  <i>“I learned a lot about archives &amp; test databases, also about using the library.”</i></p>	<p><i>“I really enjoyed the evening and learned some new and interesting things about the library (copyright workshops)”</i>  <i>“Very fun, informative, &amp; tasty. I really feel as though my concerns and comments were taken seriously, the food was great!”</i>  <i>“Very friendly professor experience, informative and receptive to our comments. I would do this again.”</i>  <i>“Thanks! It was nice to meet you and learn more about the library.”</i></p>

In addition to the information received from the formal pre- and post-dinner surveys, the librarians who attended dinner found that the informal conversation with the students was very helpful when assessing where students might like more help. For example, one student was interested in learning more about using researcher information systems to promote scholarly identity. That is not the terminology that was used in the conversation, and one of the benefits of talking to the subjects in person was that the librarians were able to use appropriate, non-jargon terms that had meaning for the students. The librarians also received feedback on a recent website update. Many of the graduate students' suggestions for instruction or improvements for services came towards the end of the evening, indicating that students felt more comfortable sharing opinions with the authors after having had talked to them for an hour or so.

### **Conclusion**

The results of the surveys conducted as part of the "Dinner with Your Librarian" program underscore the important of targeted outreach to graduate students in addition to existent instruction and liaison services. Graduate students consistently used the resources that are most visible on the Texas A&M University Libraries' website, but specialized services were used mostly by graduate students who were further along in their graduate careers. Some of the one-to-three year students were not using the library's popular online reference service, "AskUs." Since many graduate students have offices on campus, the authors assumed this would be a go-to resource to speak with a librarian remotely. This disparity revealed the need to examine both the marketing of that service and its ability to provide graduate students with adequate assistance. The graduate students also self-identified as expert researchers and were very comfortable using the library despite the fact that the majority of students who attended the dinners did not utilize over 50% of the services listed on their pre-dinner survey.

Although this study involved a small and less representative group of graduate students on campus, the librarians at Texas A&M University Libraries plan to continue gathering data and engaging with other graduate student departments through "Dinner with Your Librarian." In the future, the authors plan to partner with other subject librarians to expand the program and test larger groups of graduate students. The goal of this outreach strategy is to provide less-formal settings in which students can speak with librarians in smaller groups. This type of outreach need not be at restaurants, however; poetry readings, socials, and reading groups, many of which are less costly than meals, provide great venues for outreach.

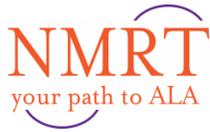
Certainly, this type of outreach cannot be the sole or main form of outreach for a university library with the need to scale-up outreach programs. However, there are benefits to intense, small outreach efforts, such as the quality of the interaction, which can make small-scale outreach a worthwhile endeavor. Small outreach interactions can also target student groups who may not be the focus of outreach events associated with larger colleges or disciplines and can be used to pilot larger outreach programs without requiring a great deal of financial and other resources. While the two "Dinner with Your Librarians" events described in this paper were attended by only seven graduate students, the librarians found the insight into the graduate student library experience valuable enough that the events will be continued in the future. The authors found that they received in-depth feedback that is difficult to gain during large scale outreach events. While the success of large outreach events can easily be measured by attendance numbers, niche



outreach programs for graduate students, although they do not have the volume of other outreach events, can provide unique opportunities for collecting information and forging connections.



<b>Service</b>	<b>Yes</b>	<b>No</b>	<b>Don't know what this is</b>
Online databases (articles, government docs, etc.)			
Database trials			
Physical books			
Ebooks			
Media (CDs, DVDs, cameras, etc.)			
Suggest a purchase			
Get It For Me (Interlibrary loan)			
Ask Us (online or ask the desk, reference and circulation)			
Subject librarian reference (at the desk)			
Course reserves			
Study rooms or individual study spaces			
Public study spaces			
Workshops			
Library instruction sessions (for a class you are taking)			
Library instruction sessions (for a class you teach)			
Custom instruction materials/services			
Citation management software or instruction (Refworks, Endnote)			
Citation analytics consultation ( counting how many times your work is cited by others, choosing where to submit articles based on impact factors			
Systematic review or literature review consultations			
Open Access publishing consultations			
Copyright and Fair Use consultations			
Archives or special collections			
Institutional repository (OAKTrust)			
GIS (geographic information system) software or consultations			



**Appendix B**  
Dinner with Your Librarian Post-Survey

Thank you for participating in Dinner with Your Librarian! Please take a moment to fill out this survey. Please do not include any identifying information.

1. For future library outreach events, would you prefer a restaurant, library, or classroom setting?

Restaurant                      Library                      Classroom                      Other

2. Compared with how you felt before the dinner, do feel more comfortable using the libraries?

                    1                      2                      3                      4                      5  
Less comfortable                      About the same                      More comfortable

3. Would you like to schedule a follow-up appointment with a librarian to discuss your research?

Yes                      No                      Not sure

4. Would you like to sign up for a library workshop?

Yes                      No                      Not sure

5. Would you like more information about library services?

Yes                      No                      Not sure

6. What is one thing you learned about the University Libraries?

7.


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## **Libraries' Response to Scholarly Communication in the Digital Era**

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### **Abstract**

Academic libraries are becoming increasingly involved in scholarly communication in the twenty-first century. The digital era presents both challenges and opportunities for libraries and librarians. This article presents a review of the professional library literature on scholarly communication, providing an overview of the current scholarly communication landscape, including institutional repositories, new roles for academic librarians and subject specialists, and opportunities for further research.

### **Introduction**

The evolution of scholarly communication in the digital era presents new challenges for libraries but also creates new opportunities for them to make grand contributions to research and scholarship (Griffin, 2013). The professional library literature offers many different definitions of contemporary scholarly communication and many ways for libraries to support each iteration. This literature review was undertaken in order to address and attempt to answer the following questions:

1. What constitutes scholarly communication?
2. What tools do libraries use to support scholarly communication?
3. What are the challenges faced by libraries in their efforts to provide support?
4. What are the opportunities for future study?

This paper will begin with definitions of terms that used throughout, including “scholarly communication” itself, and will continue with a historical overview of the topic. It will then discuss some of the new tools being used in the field of scholarly communication and how libraries have adapted their infrastructures and workflows. Finally, it will conclude with a look at some of the challenges being faced by libraries and librarians working in scholarly communications and provide recommendations for areas of further study.

### **Background**

There is no one common definition of scholarly communication. It has been described as a series of activities surrounding “the creation, transformation, dissemination and preservation of knowledge related to teaching, research and scholarly endeavors” (Sauer, 2009, p.52); the system through which research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community and preserved for future use, (Mulligan, 2015); as consisting of four functions: registration, archiving, certification and awareness (Park & Shim, 2011); as all communication among scholarly peers, including informal means of communication such as social media (Kiel, O’Neil, Gallagher, & Mohammad, 2015); and, most broadly, as all scholarly contributions other than those intended strictly for internal consumption (Wanser, 2014).

An important issue within the broad category of scholarly communication is open access. For some people, the fight for open access refers to the creation of articles or books that are digital, online, free of charge and free of most copyright and licensing restrictions (Hahn & Wyatt, 2014). Others are committed to having total open access, which allows content to be republished or reused with proper attribution (Carroll, 2011). Within the open access movement, there are two primary options: gold open access and green open access. In gold open access, the author normally pays an article processing fee to publish in an open access journal. Green open access refers to the ability for authors to self-archive a copy in another location other than the original publisher's website (Björk, Laakso, Welling, & Paetau, 2013). Increasingly, scholars are depositing their green open access content in institutional repositories, which are “a set of services that a university offers to members of its community for the management and dissemination of digital materials created by the institution and its community members” (Lynch, 2003).

### **Scholarly Communication**

Scholarly communication has always been a priority for libraries, as the core mission of academic libraries have historically focused on purchasing collections of published works and leasing databases (Hixson, 2006). Recently, however, scholarly communication initiatives have changed due to a number of factors. In the early years of the twenty-first century, advances in technology caused the costs of online storage to drop dramatically. Around the same time, new standards were created for open archives metadata harvesting, making it easier to efficiently upload content to the web, and the Massachusetts Institute of Technology developed an open source repository system called DSpace (Lynch, 2003). Technological factors were not the only ones in play at this time. The cost of academic journals had been rising faster than library budgets for many years, with Chadwell and Sutton (2014) reporting that serials expenditures increased 385% between 1986 and 2009, creating what many would describe as a crisis stage in the early 2000s. Hixson (2006) describes the steps that the University of Oregon Libraries used to deal with the crisis, emphasizing the role of scholarly communication in potentially mitigating this crisis: large scale cancellations, a one-time project to add all the titles in the Directory of Open Access Journals to their catalog, and the addition of new software packages to help them better manage their electronic resources. At the same time that libraries were struggling with these issues, faculty were increasingly using new digital tools to collaborate and disseminate their research, including email and departmental webpages (Bell, Fried Foster & Gibbons, 2005; Chadwell & Sutton, 2014), discipline based subject repositories like Cornell's ArXiv (Chadwell & Sutton, 2014), and web services run by scholarly societies (Bell, Fried Foster & Gibbons, 2005). All of these factors, taken together, provided an impetus and a roadmap for libraries to reexamine their traditional roles and look for strategic ways to provide leadership for their faculty and institutions in the field of scholarly communication going forward.

### **Scholarly Communication Tools**

Searching library databases such as Library Literature & Information Science Full Text, or Academic Search Premier, the majority of the articles on academic libraries and scholarly communications discussed collecting faculty scholarship in institutional and/or digital repositories or online bibliographies. While institutional repositories and online bibliographic

databases both seek to provide access to the scholarly record of an institution, repositories tend to feature full text objects, while the bibliographic databases most often provide just citations.

### *Online bibliographies*

Hiram College, Touro College, and Illinois State University all chose to use an online bibliographic database as their vehicle for disseminating the scholarly communication of their schools. Their motivations included supporting faculty research and faculty/student collaboration (Wanser, 2014); increasing library visibility and faculty interaction (Tabaei et al, 2013); and providing a long-term historical record that would be available to future scholars interested in institutional history (Schwartz & Stoffel, 2007). All three of these institutions decided to develop a home-grown product rather than purchase an existing product, citing local expertise (Tabaei et al, 2013; Wanser, 2014); the ability to grow and evolve (Tabaei et al, 2013); ease of update (Tabaei et al, 2013; Wanser, 2014) and the ability to use supervised student help to complete the project (Schwartz & Stoffel, 2007).

Hiram College, a small college in northeast Ohio, struggled to maintain a balance between their traditional role of supporting the college's academic programs and their new directive to provide support for faculty research. The library decided to focus their efforts on collecting citations for all of the scholarship produced by their faculty, including books and book chapters, dissertations, journal and magazine articles, conference presentations and posters, exhibitions, performances, and creative written works. They then published the resulting bibliography on their website, calling it Scholars@Hiram (Wanser, 2014). Similarly, Touro College and University System in New York and Illinois State University have chosen to focus their efforts on online bibliographies as well. Touro College's Faculty Publications Database includes scholarly journal articles, books, book chapters, papers published in conference proceedings, translations, book reviews, test reviews, practitioner articles and literary forms (Tabaei, Schaffer, McMurray, & Simon, 2013). A 2013 project at Illinois State University sought to document all scholarly faculty publications from 1857 to 2007 as part of a 150 year celebration of the university (Schwartz & Stoffel, 2007).

### *Institutional repositories*

Libraries are very concerned with meeting the needs of their faculty and their institutions to disseminate locally-produced research and scholarship, including not only the formalized research that is available through commercially produced journals, but also grey literature. A number of articles discussed institutional repositories as one of the best ways to achieve this goal. In 2003, Clifford Lynch (2013) wrote a widely-cited paper on institutional repositories, calling them the essential structure for scholarship in the digital age and describing the many changes that helped to move scholarship and scholarly communication beyond the historically passive model of supporting established publishers. The goal of the institutional repository, according to Lynch, is to create a collaborative partnership between faculty who create the scholarship and librarians, who act as stewards, curators, and disseminators of that scholarship to a world-wide audience.

According to OpenDOAR (The Directory of Open Access Repositories), a service of the University of Nottingham in the United Kingdom, the number of open access repositories

worldwide has grown from 128 in 2005 to over 3,000 in 2015 (University of Nottingham, UK., 2016). This growth is demonstrated by the many libraries that are considering institutional repositories as ways to disseminate their institutions' scholarship. Some repositories focus primarily on formal faculty scholarship, including published journal articles, books and book chapters, while others include a variety of grey literature produced by faculty, such as research and datasets, technical reports, and conference papers and proceedings. Still other repositories have chosen to include student work, ranging from theses and dissertations to student papers and presentations. The following section will describe several of the studies done on institutional repositories, and report their findings and commonalities.

With the growth in popularity of digital repositories, libraries and the institutions that supported them have undertaken research studies in order to make data-driven decisions. Both California State University Northridge (CSUN) (Kutay, 2014) and a consortium of 118 academic libraries in Illinois (Okoroma, 2011) conducted needs assessment surveys in 2011. CSUN surveyed 1,833 of their faculty to understand more about individual faculty and departmental creation and collection of primary research, preservation procedures, interest in making research available online, as well as faculty's knowledge of library methods and interest in collaborating with the library. The survey was undertaken as part of a needs assessment with a goal of developing new repository services to advance, preserve and disseminate research products. The survey had a less than 5% response rate and required respondents to be familiar with the topic without assessing their knowledge in the area, which limited the usefulness of the results. The Illinois study, in contrast, aimed to identify the types of grey literature collected by the libraries surveyed, the way the collected grey literature was managed, and how it was disseminated. Grey literature, Okoroma (2011) contends, is an important genre of literature, both domestically and to developing nations. Forty-six libraries responded to the Illinois study, and most did collect grey literature. The study discovered that the primary type of grey literature collected was theses and dissertations, followed by government documents. Most respondents indicated that the collections were disseminated via a shared catalog but agreed that they should be aggregated into a research database and shared globally through connected institutional repositories.

In studies authored by librarians at Victoria University (VU) in Australia (2009) and Cornell University (2005), the focus was not on the collections themselves, but rather on ways to support institutional repositories as a university mandate or a key mission of the library. A 2008 Victoria University mandate required the deposit of all research outputs into the VU Institutional Repository, including theses, monographs, and refereed scholarly and research articles, subject to any necessary agreement with the publishers. At the time, VU already collected theses as part of their repository, but getting faculty compliance presented more of a challenge (Kiel et al, 2015). At Cornell, LaFleur and Rupp (2005) identified conference proceedings as a top priority for collecting, scanning, and online access. They chose to use their existing institutional repository, DSpace, to house these proceedings. The resulting project proved to be more challenging than they had initially anticipated: DSpace was awkward to use for the project, the metadata creation form was lengthy and complex, and the long range preservation of the digital data was questionable.

Articles by librarians at the Hong Kong University of Science and Technology (Chan et al, 2005) and University of Maryland (Owen, 2011) addressed how libraries responded to the changing needs of their institution through their digital repositories over time. The Hong Kong University of Science and Technology began their institutional repository in 2003. Like many repositories, their initial focus was on trying to harvest faculty publication. Faced with the issue of copyrights transferred to publishers, however, they quickly expanded their focus to grey literature, including preprints, technical reports, conference and working papers, patents and PhD theses (Chan et al, 2005). This flexibility is echoed by Owen (2011), who presented a case study that traced the three phases that DRUM, the University of Maryland's digital repository, has undergone since its inception in 2004. After seeding the repository with electronic theses and dissertations, the library chose to focus on faculty deposits. After a less than enthusiastic response from their faculty, they emphasized collecting materials from the research centers on campus. Although the response was better, new challenges arose, such as the sufficiency of the platform (DSpace) to meet the needs of the depositors. Enhancement, then, needed to be made to address the platform challenges and allow the repository to expand, eventually adding undergraduate and graduate research to round out their content.

### **New roles for libraries and librarians**

The digital era offers libraries and librarians a chance to learn new skills or apply existing skills in new areas, and several articles address these new and evolving roles for librarians. Malenfant (2010), for example, describes how liaison librarians at the University of Minnesota are working together on a Scholarly Communication Collaborative, educating library staff and engaging the campus community on policy and practical issues related to scholarly communication. Their activities include advising faculty about publishing agreements and author rights, advocating for sustainable models of scholarly communication, and supporting and promoting the University Digital Conservancy in order to support the university's strategic goal of becoming one of the top three research universities in the world. The involved liaison librarians were asked to give up some of their old responsibilities (collection development, reference time, or managing department libraries) to take on the new duties. Although some librarians initially balked, Malenfant (2010) indicates that most found they grew to enjoy the challenges inherent in switching roles. Specific new roles suggested in the literature include advocating for author rights and educating about publishing contracts (Chan et al, 2005; Malefant, 2010); managing copyright permissions (Chan et al, 2005); promoting the university's research publications (Kiel et al, 2015); promoting the research repository (Bell et al, 2005; Chan et al, 2005; Kiel et al, 2015; Malefant, 2010); advocating for sustainable models of scholarly communication (Malefant, 2010); supporting research data management (Kiel et al, 2015; Kutay, 2014); formulating policy and workflow management (Chan et al, 2005) and content recruitment (Bell et al; Chan et al, 2005).

### **Challenges**

Multiple studies highlighted several challenges faced by librarians beginning or supporting scholarly communication initiatives at their institutions. These challenges include the possibility that faculty do not see the benefit of submitting their work to repositories (Bell et al, 2005; Chan et al, 2005; Hahn & Wyatt, 2014; Jantz & Wilson, 2008) or are concerned about copyright or rights management issues (Bell, 2005; Hahn & Wyatt, 2014; Kiel et al, 2015; Owen, 2011).

Faculty may also not be aware of institutional mandates related to scholarly communication (Chan et al, 2005; Kiel et al, 2015) or librarians may face other barriers to content recruitment (Chan et al, 2005; Kutay, 2014). Additionally, librarians may not deliver the message in a language faculty understand (Bell et al, 2005) and, in particular, faculty find it difficult to understand publishers' policies about what can be archived (Chan et al, 2005). Other challenges included difficulties choosing the correct archiving platform (LaFleur & Rupp, 2005), the failure of researchers to retain correct version of their paper (Kiel et al, 2015), faculty tenure concerns (Hahn & Wyatt, 2014), and resistance to change by librarians (Malefant, 2010).

### **Further Study**

The review of the literature presented above reveals several areas that show promise for future study. For example, most of the academic libraries mentioned were part of larger research universities. What opportunities are there for smaller schools in this field? Many libraries were early adopters of institutional repositories and other scholarly communications initiatives, but what about those who wish to start now? How does a library choose one platform over another? While some open-source products are less expensive upfront, require a great deal of customization by systems staff to be functional. Upgrades and maintenance must also be handled by a local administrator. When does it make sense to use a hosted product rather than a homegrown one? Other research could address the actual, tangible benefits of scholarly communications initiatives. Do students benefit from having their research (thesis or dissertation) publicly available and findable? Do faculty members receive a greater number of grants if they their research is online for the world to see? Do institutional repositories increase citation counts or the chances of achieving tenure or promotion? In what ways have people around the world used the research that is now more openly available? Have scholarly communications initiatives played any role in solving or helping alleviate the escalating serials crisis? These are but a few of the many research opportunities that await further investigation.

### **Conclusion**

Scholarly communications is a topic of interest throughout the world, from the United States to Australia, to Hong Kong and beyond. The most common way that librarians support scholarly communications initiatives on their campuses is by maintaining digital repositories that capture, preserve, and disseminate the research and scholarship of their institution. Although most libraries began their repositories as a way to preserve faculty scholarship, often with the hope that they would help to mitigate rising serials costs, the professional literature indicates that many of these same libraries have changed their focus to preserving other types of scholarship, such as grey literature and student scholarship. Along the way, libraries have worked to reinvent themselves, providing new roles for library staff: liaison librarians have become open access ambassadors, catalogers have become metadata providers, and reference librarians have become policy makers and content recruiters for new digital repositories. As with any new venture, libraries and librarians have faced and are overcoming many challenges related to their new roles. Librarians must learn new skills and aptitudes to carry out their new roles. They are increasingly required to collaborate with colleagues across campus to learn their institutional needs and decide how best to meet them. They must find ways to reach out to faculty and show them the value of depositing their work, as well as to seek buy-in from campus administrators who have to decide whether or not to finance new infrastructure and operations. It is clear from

the literature on scholarly communications in libraries that great opportunities await libraries that are willing to take strategic measures to look to the future and grow.

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***The Craft of Librarian Instruction: Using Acting Techniques to Create Your Teaching Presence.* Julie Artman, Jeff Sundquist, and Douglas R. Dechow. Chicago, IL: Association of College and Research Libraries, 2016. 112 pp. ISBN 780838988213.**

*Reviewed by Sarah Dauterive, Research Librarian, Ellender Memorial Library, Nicholls State University.*

The book *The Craft of Librarian Instruction: Using Acting Techniques to Create Your Teaching Presence* is intended to help instruction librarians better prepare for their classes by providing exercises frequently completed by stage actors before, during, and after a performance. Although few would confuse the day-to-day tasks of a stage actor and an instruction librarian, the authors make a fairly compelling argument that instruction librarians and stage actors have more in common than one might first assume. While it is certainly not the job of an instruction librarian to entertain, the authors make the point that librarians who approach an instruction session in the same manner as a stage actor are more likely to be engaging.

The chapters are divided into three sections: “Prepare and Rehearse,” “Perform and Connect,” and “Reflect and Sharpen.” As each section title implies, the authors cover the before, during, and after of a routine instruction session. The end of each chapter includes both endnotes and a short bibliography of resources for further reading on that particular topic. Several chapters also include a short “Scenarios: Questions and Answers” section where some topics are dealt with in more detail.

The exercises presented include visualization, vocal warm-ups, and role-playing with colleagues, among others. While these exercises may feel strange to some at first, I often found myself reflecting on my early days of instruction and wishing I had used some of them. Most of the material presented in this book covers lessons that librarians tend to figure out after a few semesters of instruction on their own. This book, however, can support newer instruction librarians by spelling it all out in the beginning which will, ideally, help them avoid some of the nervousness we all feel, and handle with ease the bumps in the road we all experience.

New instruction librarians, however, are not the only ones that could benefit from this book. Despite most of us “figuring it out,” there are topics discussed that many of us may not have considered, such as tempo, having a super-objective, and intention. The authors make the point that, like stage actors, we may be “performing” a particular lesson for what feels like the hundredth time; however, our students are likely hearing it for the first time so we must “[bring] the best possible performance to every performance” (p. 73). The “Reflect and Sharpen” section is another part from which seasoned instruction librarians may benefit.

Though bibliographic instruction is the theme throughout, takeaways may be found by anyone that experiences nervousness or has poor body language when presenting in front of peers or other groups. At just 101 pages, *The Craft of Library Instruction* is a quick read and worth the time of anyone that might find him- or herself standing in front of a group of people to teach a lesson.

***Digital humanities in the library : Challenges and opportunities for subject specialists. Edited by Arianne Hartsell-Gundy, Laura Braunstein, and Liorah Golomb. Chicago: Association of College and Research Libraries, 2015. 312pp. ISBN 978-0838987674***

*Reviewed by Benjamin K. Schmidt, MLIS Candidate, University of Iowa*

*Digital humanities in the library: Challenges and opportunities for subject specialists* represents the collected, evolving experiences of librarians across a variety of institutions who have grappled with the digital humanities. This book is divided into four parts, which track the experiences and paths that a librarian first encountering the digital humanities may experience. This book has come at a critical time, as an increasing number of colleges and universities are exploring institutionalization of their digital humanities scholars. The diverse experiences found within this volume should, at the very least, provide some comfort to librarians that they are not alone in adapting to these trends.

Part 1 of this book discusses the theoretical underpinnings of digital humanities scholarship, as well as the steps necessary for subject librarians to acquire the skills necessary to serve this type of scholarship. Part 2 discusses bringing librarians in to the digital classroom, using a pedagogy revamped for digital humanities. This section seeks to make the implicit argument that librarians can bring methodologies grounded in the disciplines to digital projects. Part 3 continues the themes from the previous section and presents the academic community's growing interest in and need for a dedicated digital humanities space. Part 4 discusses a wide range of projects in which subject liaisons must take a more active role in order to remain relevant. These four parts present an overview of the challenges, expectations, and opportunities for success in guiding digital projects.

As libraries continue to evolve to meet the greater digital needs of graduate students and faculty, the digital humanities are rapidly becoming collaborative in nature. The roles that subject librarians take in these projects may be as varied and innovative as the projects themselves, further embodying the collaboration of the digital humanities. This book describes some examples of the emerging opportunities for subject librarians who are engaged in digital projects, particularly those who are guided not by their technical skills but by their subject training. The growth of the digital humanities has presented a new crossroads for librarians. As an increasing number of graduate students and faculty members begin digital humanities projects and research that involve an integrated digital component, liaisons still have a major role to play.

This book would be most appropriate for academic librarians, especially subject librarians, who are interested in becoming involved in digital humanities projects that are informed by their subject expertise. These subject liaisons must continue to create and develop their roles in digital humanities projects, marrying their subject expertise with their often newly-acquired technical skills. Thankfully, as this book describes, subject liaisons need not be regulated to the backseat of digital scholarship, but can continue to serve their universities as subject experts in digital environments.

***A Librarian's Guide to Graphs, Data and the Semantic Web.* James Powell and Matthew Hopkins. Waltham, MA: Chandos, 2015. 242 pp. ISBN 9781843347538.**

*Reviewed by Domenic Rosati, MLIS Candidate and Archives Intern, Dalhousie University*

*A Librarian's Guide to Graphs, Data and the Semantic Web* is an educational look at graph theory and its application in resource description and access, various scholarly disciplines, and graph visualization and analysis. Graph theory is an approach to modeling complex phenomena, usually in networks, by describing the relationships between entities. The book familiarizes the new librarian with not only semantic web technologies but also wider applications of graph theory in various scholarly disciplines and the technologies that support the storage, analysis, and visualization of graph data.

The first two chapters instruct the reader on the unique power of graphs to model relationships and interactions found in complex phenomena such as ant colonies. The next section explains the application of graphs in semantic web technologies. The reader is introduced to the resource description framework (RDF), which enables both humans and machines to define and understand the relationships between online resources. Subsequent chapters detail the technologies that allow RDF to work such as writing RDF through serialization, defining relationships through ontologies, and using RDF data through SPARQL and machine reasoning. How these technologies are put to use is explained in a chapter on linked online data initiatives. These initiatives enable resource discovery through linking resources together by machine-readable descriptions of how each resource is related.

The middle section of the book explains the various applications of graph theory in modeling discipline-specific data. These include citation and co-authorship networks as ways of exploring scholarship and library data, understanding complex sociological phenomena as social networks, and modeling biological, life science, and other scientific data in networks for better insight. The authors explain that network and graph models enable scholars to visualize and analyze data that has relationships.

The final section of the book deals with the implementation of visualization, analysis, and storage solutions for graph and semantic data. The beginning of this section details the design of ontologies for the rich description of domain-specific relationships such as ontologies for social networks, geospatial data, and temporal relationships. The book also includes a section on ontologies used for bibliographic description detailing current trends in making library metadata available to the semantic web. The second part of this section explores the tools and techniques of visualizing and analyzing graph data. Storage and retrieval solutions for graph data are also discussed with particular focus on contemporary methods used by applications wanting to take advantage of semantic data. InfoSynth and EgoSystem are semantic web projects that the authors describe in the final chapter to illustrate how these tools and techniques can be applied to facilitate discovery of resources by taking advantage of richly described relationships.

While the authors provide examples of library projects that use semantic web technologies, this book would be strengthened by a discussion and awareness of local implementations of semantic web technologies in libraries. In addition, references would have been helpful for those wanting to further explore topics raised in the book. Despite these concerns, however, the book is a great introduction to graph theory and its applications in semantic and networked data. It is highly recommended as a resource for librarians wanting to understand more about the semantic web, network visualization and analysis, and how various disciplines might use graphs to model complex data.

**Managing your brand: Career management and personal PR for librarians. Julie Still. Amsterdam: Chandos Publishing, 2015. 124 pp. ISBN 9781843347699.**

*Reviewed by Cori Wilhelm, Assistant Director of Library Services/Access Services Librarian, Southworth Library Learning Commons, SUNY Canton.*

A slim new guidebook for career planning and professional development, Julie Still's *Managing your brand: Career management and personal PR for librarians* details strategies and habits to keep librarians on a deliberate path toward success. With a straightforward plan, myriad examples, and useful advice, Still's book can be considered a fundamental reference for early-career librarians.

The book begins by detailing how to set out a personal career plan, whether it is to become a director or simply get hired. The author encourages readers to develop a personal mission statement, and to assess where they currently are on their career path. Once a career trajectory has been established, Still suggests creating a map to get from point A (where one is now) to point B (where one aspires to be). This includes identifying roadblocks and determining a route, but also understanding that this is an elastic document that will change throughout one's career. The third chapter focuses on evaluating one's assets, and tracking and documenting one's progress and accomplishments. To get ahead, librarians must be able to demonstrate their professional value on paper. Still puts forth a scenario of a librarian preparing their promotion or tenure packet and being confronted with the question, "What have I done in the past five years?" Following the suggestions in this book would result in a robust source of documented work from which to develop the promotion or tenure packet.

Still goes into great detail on each of the "three legs" of academic life: librarianship, scholarship, and service. While librarians know what they do, the author stresses the importance of documenting accomplishments and advocating for oneself, particularly when preparing material for a tenure review. She emphasizes the importance of networking both within the library and within the institution while reminding readers that students are the real reason academic librarians exist.

Scholarship can be a daunting hurdle for a new librarian, and Still offers extremely practical ways to approach the task. One great suggestion is to publish something quickly, such as a book review or poster presentation, which buys time to tackle a more thorough research project. By starting small and building toward larger publishing pursuits, librarians can show a documented progression of scholarly experience. The author even suggests specific journals and other publications with which to get one's publishing feet wet.

Although slender, the book is rather dense with text, and the author provides many examples for each point made. The depth to which some of the concepts are explained may be off-putting to some, but worth the time, as there are many valuable examples and strategies in each chapter. While the target audience for this book is early-career, tenure-seeking academic librarians, much of it is also appropriate for many professionals in varied stages of their careers. It contains useful



advice and suggestions that can immediately be applied to one's professional path, and provides the reader with a wealth of practical resources to reference throughout their career.

***Mentoring A to Z*. Julie Todaro. Chicago: American Library Association, 2015. 153pp. ISBN 978-0-8389-1328-1.**

*Reviewed by Jolanda-Pieta (Joey) van Arnhem, Instructional Design Librarian, College of Charleston Libraries, College of Charleston*

*Mentoring A to Z* by Julie Todaro is an excellent resource for any librarian interested in learning more about mentoring or setting up a mentoring program in their library. The helpful guide is packed full of resources, including basic terminology, ideas for program naming, and mentor and mentee do's and don'ts. Todaro also provides an overview of the goals of mentoring programs, which include increasing diversity and gender equity among library staff and fostering leadership development. The author outlines strategies for designing training and delivering mentoring programs in person or virtually and discusses the need to assess the value and benefits of mentoring and mentoring programs.

*Mentoring A to Z* puts library mentorship programs in context and clearly outlines common pitfalls of mentorship programs and mentor/mentee relationships. Todaro also provides a vast list of resources, including easy to follow "case methods" in each chapter that help the reader reflect on and consider various aspects of mentoring and mentoring programs. The book includes an extensive bibliography, a resources section, and appendices with helpful forms, samples, templates, and checklists, that build knowledge about mentoring in general, keep you organized, and help you decide what type of mentoring program will work best in your environment.

As President Elect of the American Library Association for 2016-2017, Todaro's library leadership experience is evident in her organization of these resources and thorough, practical guidelines for moving mentoring theory into practice. This handy reference is a must have for any library or librarian interested in mentoring, being a mentee or mentor, or setting up a mentoring program.

***Navigating the Future with Scenario Planning: A Guidebook for Librarians.* Joan Giesecke, Jon Cawthorne, and Deb Pearson. Chicago: Association of College and Research Libraries, 2015. 128pp. ISBN 9780838987513.**

*Reviewed by Jodi Oaks, State University of New York, College at Oneonta*

The uncertain future that all libraries face is apparent, along with the corresponding need for effective planning that allows libraries to best embrace that uncertainty. Joan Giesecke, Jon Cawthorne, and Deb Pearson help address this need in this book, which is an update of Giesecke's *Scenario Planning for Libraries* published in 1998 by the American Library Association. In this book, librarians will find a comprehensive and clear step-by-step guide to scenario planning. Scenario planning, as defined by the authors, involves identifying multiple possible futures to encourage decision-makers to examine current issues and to consider the impact of future change. Scenario planning facilitates discussion, learning, changes in thinking, and overall organizational change. This book provides practical advice and examples of scenario planning in action. It is thorough, logically organized, and includes a bibliography to consult for further information.

Part one covers the scenario planning process, including step-by-step instructions, information on how to write scenarios that engage decision-makers, and how to develop strategies from scenarios. Chapter one explains how scenario planning is different from traditional planning systems. Scenario planning is flexible, allowing the envisioning of multiple futures or scenarios. Organizational strategies can then be developed based on these possible futures. Chapter two introduces different scenario planning models and their corresponding steps, along with "core steps" for all models and an example of scenario development. Chapter three includes tips on writing scenarios that engage decision makers and the characteristics of effective, high-quality scenarios. Chapter four describes how to develop strategies from scenarios. In these chapters, it is explained how scenarios need to engage decision makers and should not attempt to predict the future, but to encourage looking at events from a new viewpoint.

Part two includes essays and case studies. In chapters five and six, Tyler Walters discusses research techniques that can be used to enhance scenario planning. In chapter seven, Jon Cawthorne explains how leaders can use scenarios to implement change and to challenge the current thinking and beliefs in an organization. In chapter eight, Jon Cawthorne describes four case studies in discussing the role of human resource directors in organizational change. Chapter nine, by Joan Giesecke and Deb Pearson, reproduces a case study originally included in *Scenario Planning for Libraries* that reported on the University of Nebraska-Lincoln scenario planning process used to help implement a student technology fee, along with an update on how the fee was modified to address unexpected changes. This case study shows how scenario planning can provide a flexible way for organizations to respond to change.

Rather than planning based on what has already happened or what is projected to happen, scenario planning focuses on the uncertainties in considering multiple plausible futures. Scenario planning provides a structured approach, while the planning process remains flexible.



Any librarians preparing for change should consult this book for a valuable, straightforward guide to scenario planning.

***Not Just Where to Click: Teaching Students How to Think about Information.* Edited by Troy A. Swanson and Heather Jagman. Chicago: Association of College and Research Libraries, 2015. ISBN 9780838987162.**

*Reviewed by Hilary Bussell, Social Sciences Librarian and Assistant Professor, Thompson Library, The Ohio State University*

Published almost concurrently with the release of the final draft of the *ACRL Framework for Information Literacy for Higher Education*, this edited volume explores how librarians can move beyond the “point and click” database demonstration to help students engage deeply with issues relating to information production, evaluation, and discovery. The nineteen contributed chapters in *Not Just Where to Click* include theoretical analyses, empirical research studies, and informal case studies. Part 1 considers differences in librarian, faculty, and student epistemologies and beliefs about information, and what these differences mean for the way we should approach information literacy instruction. Part 2 offers a number of practical discussions about teaching students about information, particularly around issues of expertise, authority, and bias. It also considers how to help students see themselves as authors and engage more authentically in the research process.

Most of the case studies in *Not Just Where to Click* describe either credit-bearing information literacy courses in which librarians were the instructors or worked collaboratively with the instructor or one-shot sessions without research assignments, where librarians had the freedom to create their learning goals from scratch. Of course, librarians commonly find themselves somewhere in the middle, with a single session to cover concepts prescribed by the course instructor’s research assignment. Although the fact that this instructional scenario is not given much consideration in this work might be interpreted as a limitation, it could also be seen as evidence that teaching more deeply about information will need to involve other types of instructional scenarios and more extensive collaboration between librarians and course faculty.

*Not Just Where to Click* contributes to an active conversation currently underway among librarians in the scholarly literature as well as at conferences, on blogs, and in social media about critical information literacy, with several chapters proposing approaches to library instruction that draw on critical theory and social constructionism. However, the first chapter offers a critique of critical theory and social constructionism in its discussion of competing theories of knowledge in LIS. This sets up a theoretical dissonance with later, pro-critical information literacy chapters. Although it is certainly to be expected that different authors will have different theoretical viewpoints, it would have been interesting to see the critique addressed in a chapter advocating a critical information literacy approach.

On the whole, *Not Just Where to Click* is a rich collection of essays offering theoretical and practical perspectives on teaching students to engage reflectively with information. Although the chapters are connected by theme, they are not written under the assumption that readers have read previous chapters, and librarians may want to select specific chapters that are most relevant to their professional interests and contexts. It will likely have something to inspire both new



instruction librarians and more experienced ones seeking new ways to teach information literacy in the post-Framework world.

***Becoming an Embedded Librarian: Making Connections in the Classroom.* Michelle Reale. Chicago: American Library Association, 2016. 128 pp. ISBN 9780838913673.**

*Reviewed by Stephen Arougheti, Arizona State University*

In *Becoming an Embedded Librarian*, Michelle Reale, the English department liaison librarian at Arcadia University, recounts her experiences embedding within English thesis courses. Reale draws upon her experiences to challenge librarians to reinvent their practice and shed the auxiliary relationship to faculty. Librarianship is a profession in transition; as times change, so must the practice. The theme of relationships, especially those that librarians foster with faculty and students *outside* the library, is a constant throughout the book. In addition to being a theoretical and practical how-to-guide for embedding in the academic classroom, Reale's book provides encouragement and inspiration for others interested in the rewarding practice of embedded librarianship.

The book begins with a focus on a longstanding identity crisis confronting academic librarians: the difference in how teaching faculty and librarians perceive the role of an academic library. Misconceptions from faculty about the role and function of librarians inhibits connections, creating barriers to collaboration. Reacting to perceived passivity to counteract stubbornly persistent misconceptions about the profession, Reale encourages self-promotion and "personal branding" by librarians to bridge divides and form partnerships with faculty beyond the library and in the classroom. When discussing her philosophy of personal branding, Reale notes, "I have always believed that the best advertisement for what we do is to do it, and engage in it the best way possible every single day" (p. 71).

Embedded librarianship is a practice that aims to correct the ineffectual "one-shot" instruction arrangement common to traditional library teaching. While most one-shot instruction sessions are not enough to reinforce skills and instill long-term retention of knowledge, embedding in the classroom affords librarians direct exposure to students' experience, perspective, and practice. One of the book's strengths is that it presents the first-person narrative of an embedded librarian. Reale does more than create a how-to-guide for librarians to embed in the classroom: she tells a story with herself at the center. With candor and insight, she relates her failures and successes, emphasizing process rather than achievement: "Embedding, by its very nature, can be *planned*, but not *scripted*. In other words, one learns as one goes along, but it is better to set goals and methods that will encourage success, though of course, not guarantee it" (p. 53).

The concise and well-organized chapters are arranged in an accessible structure, each tailored to a specific component of embedding. After first introducing and analyzing the issue, each chapter concludes with a tangible list of strategies for the reader and a summation of final thoughts that reinforce important points. Whether you are new to the practice and concepts or possess experience as an embedded librarian, *Becoming an Embedded Librarian* offers value to all librarians with a passion for moving themselves out of the library. As the title highlights, the target audience is librarians interested in embedding in the classroom. However, as Sandra Crenshaw (a professor in whose course Reale was embedded) acknowledges in the foreword, teaching faculty may also find considerable value in the book as well: "What happens is



amazing. The shared struggles of the students, teacher, and librarian...evolve into a more complex, stronger community...” (p. xi).

***A Year of Programs for Millennials and More.* Amy J. Alessio, Katie Lamantia, and Emily Vinci. Chicago: American Library Association, 2015. 194pp. ISBN 9780838913321.**

*Reviewed by Maria Fesz, Northern Virginia Community College*

The interests, lifestyles, and needs of library patrons are constantly changing due to new technologies and changing societal norms. *A Year of Programs for Millennials and More* is a timely addition to the literature on serving the needs of millennial adult library patrons. The authors are librarians at the Schaumberg Township District Library in Illinois who have both young adult and adult services experience. They use their expertise in this area to focus on programs to serve patrons in their late teens to early forties.

The layout of the book is conducive to implementing each activity into the reader's own library. The authors begin by focusing on each age group to give the reader context for the subsequent activities. The "How to Use This Book" section is also very helpful. The authors separate each event into sections such as "Preparation Time," "Suggested Age Range," and "Make It Happen". These sections provide a coherent pattern for the book. The activities are thoughtfully organized by the month with which they are associated, with an additional chapter on clubs near the end.

The programs described in the text range from off-site physical activities to presentations on social issues. Some activities focus on specific populations within the millennial age group, such as the "Adoption and Foster Fair" and "Virtual College Tours." Other programs could be adopted for any age group: the "Fit Fair" in January's section, for example, could inspire any age group to stay healthy through the cold winter season. In addition, LGBT Pride Month is an inclusive program idea that could involve several activities for many age groups. Some "traditional" library activities are mentioned as well, and for these the authors include fun variations and fresh ideas. "Poetry Reading Night" and "Great Reads and Treats for Book Clubs" are just two such programs. The "Clubs That Keep Them Coming Back" chapter provides the same practical setup for continuing activities that have the potential to become regular groups, such as the 5K running/walking club and Parent Nights.

While this book is clearly geared toward public libraries, any college or university librarian serving a similar population could modify many of these activities for their own outreach and programming. Academic librarians will find the "Variations" section of each activity plan especially helpful. Any programs involving guest speakers could be adapted to draw from faculty already on campus, and social issues that are often researched for coursework can be highlighted in an accessible way by presenting a library program. The most helpful sections for each activity were the "Setup" and "Power Promotion" sections. The "Setup" section assists with time management, and the "Power Promotion" section specifies the best way to advertise for each event inside and outside of the library. A useful addition to this section would be a focus on promoting the library collection itself, as the collection is only highlighted when it directly relates to event advertising.



This book is highly recommended for library staff in outreach and programming positions and is an inspiring book for any librarian who is passionate about reaching out to their community and bringing millennials into the library.